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| GRADE 3 – UNIT 1 OBSERVING THE WORLD AROUND US | |
| MODULE A | MODULE B |
| Anchor and Supporting Texts | Anchor and Supporting Texts |
| <div><div>Anchor Text</div><div><i>The Case of the Gasping Garbage</i> (trade book)460L</div></div> <div><div>Supporting Texts</div><div><i>Thunder Cake</i> by Patricia Polacco (in Text Collection)630L</div><div><i>The Lemonade War</i> by Jacqueline Davies (in Text Collection)630L</div></div> | <div><div>Anchor Text</div><div><i>At the Root of It</i> (trade book)690L</div></div> <div><div>Supporting Texts</div><div><i>Let’s Classify Organisms</i> (trade book)860L</div><div><i>The Moon Seems to Change</i> by Franklin M. Branley (in Text Collection)470L</div></div> |
| Student Resources / Poetry Collection | Student Resources / Poetry Collection |
| <div>Poetry<ul style="list-style-type: none">“Rhyme” by Elizabeth Coatsworth“magnifying glass” by Valerie Worth“Brother” by Mary Ann Hoberman</div> | <div>Poetry<ul style="list-style-type: none">“Roots” by Douglas Florian“Under the Microscope” by Lee Bennett Hopkins“Summer full moon” by James Kirkup“The moon is a white cat”</div> |
| Standards Highlights | Standards Highlights |
| Questions Characters Narrative technique | Main ideas Texts features Explanations |
| GOALS | GOALS |
| <p>Readers will be able to show how a character’s motivations affect the sequence of events of a story.</p> <p>Writers will be able to use character’s dialogue, feelings, and sensory details to explain the sequence of events in a story and lead to a solution.</p> <p>Learners will be able to show how close observation helps to understand and know characters and actions.</p> | <p>Readers will be able to identify comparisons, contrasts, and changes over time, by closely reading sentences, paragraphs, and text features and across texts about the same topic.</p> <p>Writers will be able to use research-based facts and text features to convey main ideas and details about a topic that changes over time.</p> <p>Learners will be able to use observational skills to understand how things change over time.</p> |
| Big Ideas and Content Connection | Big Ideas and Content Connection |
| Close Observation Problem Solving Change over Time Science Content Connection Science and Engineering Practices Analyze and interpret data to make sense [of phenomena using logical reasoning. Cross-Cutting Concepts Cause and effect relationships are routinely identified and used to explain change. | Observing change over time Close observation in all subject areas |
| Enduring Understandings | Enduring Understandings |
| <p>Readers understand characters’ motivations and actions in stories.</p> <p>Writers understand that characters’ actions impact the sequence of events in a story.</p> <p>Learners understand that close observation helps to identify problems and find solutions.</p> | <p>Readers understand main ideas by looking closely at the facts and details used to support them.</p> <p>Writers understand how to convey information about main ideas and details through text features and illustrations .</p> <p>Learners understand how close observation can explain how and why things in the world change over time.</p> |
| Essential Question(s) | Essential Question(s) |
| <p>Reading: How do readers understand and explain characters’ actions in stories?</p> <p>Writing: How do writers use specific sensory details, dialogue, description to advance the sequence of events in a story?</p> | <p>Reading: How do authors use compare/contrast to help readers understand information?</p> <p>Writing: How do writers use signal words to identify compare/contrast?</p> |
| Sample Unit Writing Activities | Sample Unit Writing Activities |
| 1. Students will track the character traits, motivations, feelings of one of the characters in The Case of the Gasping Garbage. Students will use the information they collect to write a character sketch on one of the characters. | 1. Students will use what they learned about a main and important idea from the reading of <u>At The Root Of It</u> to closely examine a part of nature. They will sketch the item and create 2-3 questions they would like to answer. Students will conduct brief research in which they |

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| <p>2. Students will write a story similar to Thunder Cake, based on one’s own experiences. This story will be about a time when fear turned into courage; when a problem is solved by using one’s best thinking. Students will include their motivations and feelings to explain/describe their actions.</p> <p>3. Students will share opinions of the characters in anchor texts. What character seems like a great decision maker and why?</p> | <p>answer their questions.</p> <p>2. Students will create a “Discovery Channel” science skit about one of the subjects read about in this module. Students will create informational visuals that can accompany their skit such as key word cards, graphs, or sidebars of fun and important facts.</p> <p>3. Students will compare and contrast two informational texts on the same topic and offer an opinion as to which best explains the information.</p> |
| PBA Description | PBA Description |
| <p>Task: Narrating Our World</p> <p>Students will observe a busy area, just as the characters in Case of the Gasping Garbage, (i.e. the library, cafeteria, playground, etc.) and take notes on the people, events and environment.</p> <p>Students will use their observations to write an original narrative story featuring characters and settings from their world. Although students’ stories will be based on their observations, some details including specific dialogue and background information may be imagined.</p> <p>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>Students will share their writing with the class as part of an author celebration.</p> | <p>Task: In the News!</p> <p>Students will write an informative/explanatory news article on one living thing. The topics will be selected by the students.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> |
| Standards Addressed | Standards Addressed |
| <p>RL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RL.3.3 Describe the characters in a story (e.g. their traits, motivations and feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p>c. Use temporal words and phrases to signal event order.</p> <p>d. Provide a sense of closure.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose (Grade specific expectations for writing types are defined in standards 1-3 above)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, how key events occur).</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>d. Provide a concluding statement or section.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to the task and purpose (Grade specific expectations for writing types are defined in standards 1-3 above)</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on pages 28 and 29.)</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace: add visual displays when appropriate to emphasize or enhance certain facts or details.</p> |
| PBA Target Standards | PBA Target Standards |
| <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.</p> <p>b. Use dialogue and descriptions of actions, thoughts, and feelings</p> | <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>b. Develop the topic with facts, definitions, and details.</p> <p>c. Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> |

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

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| to develop experiences and events or show the response of characters to situations. c. Use temporal words and phrases to signal event order. d. Provide a sense of closure. | d. Provide a concluding statement or section. |
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| UNIT 2 Connecting Character, Culture and Community | |
| Module A | Module B |
| <p><u>Anchor Text</u>: <i>The Year of Miss Agnes</i> by Kirkpatrick Hill (trade book) From Barnes and Noble: “Ten-year-old Frederika (Fred for short) doesn't have much faith that the new teacher in town will last very long. After all, they never do. Most teachers who come to their one-room schoolhouse in remote, Alaska leave at the first smell of fish, claiming that life there is just too hard. But Miss Agnes is different — “</p> <p>Literary 790L</p> <p><u>Supporting Text</u>: “Athabascan Culture” by Ron Fridell (in Text Collection) This text provides background knowledge about the history and culture of the Athabascan people.</p> <p>Informational</p> <p><u>Supporting Text</u>: <i>The Frog Princess: A Tlingit Legend from Alaska</i> retold by Eric Kimmel (in Text Collection) From Barnes and Noble: “After rejecting all of her human suitors, the daughter of the village headman finds her life's happiness among the frogs in the village lake, in this mesmerizing retelling of the Tlingit legend.”</p> <p>Literary: Legend</p> | <p><u>Anchor Text</u>: <i>What Is a Community? From A to Z</i> by Bobbie Kalman (trade book) From Barnes and Noble: “This informative book discusses the common aspects shared by most communities--people, culture, government, economy, buildings, services and transportation. This informative book discusses the common aspects shared by most communities--people, culture, government, economy, buildings, services and transportation.”</p> <p>Informational IG 680L</p> <p><u>Supporting Text</u>: <i>Around Our Way on Neighbors’ Day</i> by Tameka Fryer Brown (trade book) From Barnes and Noble: “Neighbors gather on a hot summer day for a joyful block party: Kids play double Dutch; men debate at the barber shop and play chess; mothers and aunts cook up oxtail stew, collard greens, and other delicious treats; and friends dance and sway as jazz floats through the streets.”</p> <p>Narrative Poetry AD 630L</p> <p><u>Supporting Text</u>: <i>City Homes</i> by Nicola Barber (in Text Collection) This book discusses homes in cities all over the world, which dovetails with Social Studies standard 3.1. There are many text features. Captions provide information not in the main text body.</p> <p>Informational NC 760L</p> |
| Resources | Resources |
| <p>Map of Alaska showing Allakaket, the nearby town mentioned in the novel.</p> <p>World map to show distance between England and Alaska.</p> <p>DK-like picture spread to illustrate domain-specific vocabulary used in novel to describe clothing, fishing practices, and time period</p> | <p>Poetry to come</p> |
| Standards Highlights | Standards Highlights |
| RECOUNTING CHARACTER DIALOGUE | MAIN IDEA TEXT FEATURES COMPARE AND CONTRAST |
| GOALS | GOALS |
| <p>Readers will use text-based evidence to draw conclusions about the characters in literary texts.</p> <p>Writers will use dialogue and action to create a narrative with a central message.</p> <p>Learners will recognize that people have rich cultural heritage and traditions.</p> | <p>Readers will use evidence to identify the main idea and key details of a text.</p> <p>Writers will write informative texts to examine a topic and express ideas and information clearly.</p> <p>Learners will recognize that families, schools, and communities differ from place to place around the world.</p> |
| Big Idea / Content Connection | Big Idea / Content Connection |
| Relationships Community Culture | Relationships Community Culture |

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| <div>Social Studies Content Connection 3.3.a. The culture of a group or individual changes and evolves in response to interactions with other cultures or in response to needs. 3.2.b. All peoples have rich cultural heritages and traditions.</div> | <div>Social Studies Content Connection 3.1. Families, schools, and communities differ from place to place around the world.</div> | | | | | | |
| <div>Enduring Understandings</div> | | | | | | | |
| <div>Readers understand that a character contributes to a sequence of events.</div> <div>Writers understand that a central message is conveyed through the actions of a character.</div> <div>Learners understand that relationships within a community are affected by culture and community.</div> | <div>Readers understand that photographs, illustrations, and captions help us master concepts in informational text.</div> <div>Writers understand that ideas are clearly presented through the structure and features of texts.</div> <div>Learners understand that there are similarities and differences in communities around the world.</div> | | | | | | |
| <div>Essential Questions</div> | <div>Essential Questions</div> | | | | | | |
| <div>Reading: How does a character’s environment and culture impact behavior?</div> <div>Writing: How does a character’s dialogue and actions impact the course of events in a narrative?</div> | <div>Reading: How do features of text help a reader understand the main idea?</div> <div>Writing: How do writers group information and illustrations to create a main idea?</div> | | | | | | |
| <div>Writing Activities</div> | <div>Writing Activities</div> | | | | | | |
| <div>1. Students will write a character sketch of a character that may appear in their own story. Students will describe the character’s physical and personality traits (inc. actions, thoughts, feelings, etc.).</div> <div>2. Students will write a character sketch for Miss Agnes that describes the impact she has on the community. Students will identify Miss Agnes’s physical and personality traits, including her actions, thoughts, and feelings.</div> <div>3. Students will write a skit that uses dialogue to develop character experiences. Students will write an extension for an event in <i>Miss Agnes</i>. For example, students might tell more about an event that was only mentioned briefly in the story.</div> | <div>1. Students will select specific images of people and other accompanying illustrations in <i>City Homes</i> and do a “close read” of the illustrations by examining them and describing them, showing with evidence from that text how a way of life is influenced by geography.</div> <div>2. Students will compare and contrast two different types of communities or two different things people in a community do. Students will complete a Compare/Contrast chart to demonstrate similarities and differences.</div> <table><tr><td>Brazil</td><td>India</td></tr><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table> <div>3. Students will compare their research to their own way of life and write a reflection on how their own lives compare/contrast to the lives of others around the world.</div> | Brazil | India | | | | |
| Brazil | India | | | | | | |
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| <div>PBA Description</div> | <div>PBA Description</div> | | | | | | |
| <div>Task: Miss Agnes Returns</div> <div><i>In September when everyone returned from fish camp, Miss Agnes was in her cabin. Everyone was happy.</i></div> <div>Students will use what they have learned about character to write a next scene in the book. They can act it out with partners or create a visual element to complement the scene, showing their knowledge of character.</div> <div>The narrative will:<ul style="list-style-type: none">Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.Include dialogue and descriptions of actions, thoughts, and feelings to develop experiences</div> | <div>Task: Community Compare and Contrast</div> <div><i>What Is A Community? A-Z highlights different kinds of communities and discusses how the physical features of their location impact their way of life.</i></div> <div>Students will use what they have learned to compare and contrast the ways of life of two communities.</div> <div>They will share their compare/contrast understandings with a multimedia presentation.</div> | | | | | | |

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| and events or show the response of characters to situations. <ul style="list-style-type: none">● Provide a sense of closure | |
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| Standards Addressed | Standards Addressed |
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| <p>Reading</p> <p>RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.7 Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>Writing</p> <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">a Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.c Use temporal words and phrases to signal event order.d Provide a sense of closure. <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Speaking and Listening</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>Reading</p> <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p>RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.</p> <p>Writing</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b Develop the topic with facts, definitions, and details. <p>W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>Speaking and Listening</p> <p>SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> |
| PBA Target Standards | |
| <p>W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <ul style="list-style-type: none">a. Establish a situation and introduce a narrator and/ or characters; organize an event sequence that unfolds naturally.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.c. Use temporal words and phrases to signal event order.d. Provide a sense of closure. | <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <ul style="list-style-type: none">a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.b. Develop the topic with facts, definitions, and details. |

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| <div>GRADE 3 – UNIT 3</div> <div>Seeking Understandings</div> | |
| MODULE A | MODULE B |
| Anchor and Supporting Texts | Anchor and Supporting Texts |
| <div><div><u>Anchor Text (trade book):</u> Literary Text (fiction) <i>Storm in the Night</i> by Mary Stoltz 550L [Summary: With thunder booming and lightning flashing, Grandfather tells Thomas a very special story about when he was a boy.]</div><div><u>Supporting Text (in Text Collection):</u> Literary Text (fiction) <i>Knots On a Counting Rope</i> by Bill Martin Jr. and John Archambault 540L [Summary: An Indian boy asks his Grandfather to retell the story of his birth, which happened during a fierce storm.]</div><div><u>Supporting text (in Text Collection):</u> Literary Text (tall tale) <i>Paul Bunyan</i> adapted by Stephen Krensky 790L [Summary: This retelling of some of Paul Bunyan’s feats includes how he formed the Mississippi River and the Grand Canyon.]</div></div> | <div><div><u>Anchor Text (trade book):</u> Informational Text (nonfiction) <i>Weather</i> by Seymour Simon AD 1020L [Summary: Simon explains what causes weather conditions. The text includes both photographs and illustrations.]</div><div><u>Supporting Text (trade book):</u> Informational Text (nonfiction) <i>Living Through a Natural Disaster</i> by Eve Recht 940L [Summary: This book focuses on three natural disasters, Cyclone Tracy, the Huang Le flood, and the drought in Central America caused by El Niño.]</div><div><u>Supporting Text (in Text Collection):</u> Literary Text (informational fiction) <i>On the Same Day in March: A Tour of the World's Weather</i> by Marilyn Singer AD540L [Summary: Readers are transported around the world to view differing weather conditions on the same day.]</div></div> |
| Resources (included with the Text Collection) | Resources (included with the Text Collection) |
| <div>[To be used to unlock an <i>Anchor Text</i> barrier/stumbling block, extend an Enduring Understanding, or illuminate something from the <i>Anchor Text</i>.]</div> <div><u>Resources</u> None needed for Module A.</div> <div><u>Poetry</u> “Storm” by Adrien Stoutenberg “The Wind” by James Reeves “Where Would You Be?” by Karla Kuskin</div> | <div>[To be used to unlock an <i>Anchor Text</i> barrier/stumbling block, extend an Enduring Understanding, or illuminate something from the <i>Anchor Text</i>.]</div> <div><u>Resources</u><ul style="list-style-type: none">Temperature chart showing Fahrenheit and CelsiusPhotographs and text about tools for measuring weather</div> <div><u>Poetry</u> “Weather” by Anonymous “Tornado Season” by Adrien Stoutenberg</div> |
| Standards Highlight | Standards Highlight |
| Recount Character Actions Opinion | Asking Questions Cause/Effect Key Events |
| GOALS | GOALS |
| <div>Readers will recount stories including character actions and how they contribute to the sequence.</div> <div>Writers will support a point of view with reasons and evidence.</div> <div>Learners will become aware of how people use stories to explain the world or combat fear.</div> | <div>Readers will ask and answer questions about a topic, using informational texts to determine main ideas and details that describe scientific concepts, using language that pertains to time, sequence, and cause/effect.</div> <div>Writers will write informative/explanatory texts to examine a topic and convey ideas through facts, definitions, details, and illustrations in order to share information with an audience.</div> <div>Learners will explore reasons explaining how and why things occur in nature.</div> |
| Big Idea and Content Connection | Big Idea and Content Connection |
| <div>Generations</div> <div>Oral Histories</div> <div>Social Studies Content Connection</div> <div>3.11.a. People in world communities use legends, folktales, oral histories, biographies, and historical narratives to transmit cultural histories from one generation to the next.</div> | <div>Interactions</div> <div>Climates</div> <div>Science Content Connection</div> <div>3-ESS2-1. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</div> <div>3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.</div> |

| Enduring Understandings | Enduring Understandings | | | | | |
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| <p>Readers understand that stories help us explain the world to each other and through generations, through central message, moral and theme.</p> <p>Writers understand that opinion writing supports a point of view, with reasons.</p> <p>Learners understand that oral histories transmit experience, explanations and wisdom for generations.</p> | <p>Readers will understand how to seek answers to research questions about a topic, using informational texts that describe how and why things occur in nature.</p> <p>Writers understand that related information goes together when presenting a topic, with facts, definitions, and details.</p> <p>Learners will understand scientific reasons for how and why things occur in nature.</p> | | | | | |
| Essential Question(s) | Essential Question(s) | | | | | |
| <p>Readers: How do readers recount stories using text-based details to understand the central message, lesson, or theme?</p> <p>Writers: What does it mean to support your opinion?</p> | <p>Readers: How do readers understand complex informational text through both illustrations and text?</p> <p>Writing: How do writers introduce and develop a topic with facts, details, and linking words?</p> | | | | | |
| Writing Activities | Writing Activities | | | | | |
| <p>1. Students will use evidence from the text to support their opinion about how stories can explain the world around them.</p> <p>2. Students will provide reasons to support their opinion about how relationships between people in different generations can have an impact in a person’s life.</p> <p>3. Describe the grandfather <i>Knots on a Counting Rope</i>. Share an opinion of the character and post or recount it to peers.</p> | <p>1. Students will recount the key events in <i>Weather</i> to determine the main idea of the text. Students will use examples to show how the main idea is supported in the text.</p> <table><tr><td>Topic:</td></tr><tr><td>Main Idea:</td></tr><tr><td>Supporting Detail 1:</td></tr><tr><td>Supporting Detail 2:</td></tr><tr><td>Supporting Detail 3:</td></tr></table> <p>Summary:</p> <p>2.Students will read both the text and the illustrations closely in <i>Weather</i> to create a brief news report from what they have learned.</p> <p>3. Students will quote from texts read to write an article explaining why a type of weather is most interesting to them.</p> | Topic: | Main Idea: | Supporting Detail 1: | Supporting Detail 2: | Supporting Detail 3: |
| Topic: | | | | | | |
| Main Idea: | | | | | | |
| Supporting Detail 1: | | | | | | |
| Supporting Detail 2: | | | | | | |
| Supporting Detail 3: | | | | | | |
| PBA Description | PBA Description | | | | | |
| <p>Task: The Power of Story</p> <p>What is the benefit of stories as a way to explain things or allay fears? Students will write to support their opinion about this using text examples from <i>Storm in the Night</i> and <i>Knots on a Counting Rope</i>.</p> <p>Students will:</p> <ul style="list-style-type: none">state their opinion or point of viewcreate an organizational structuresupport their points of view with reasonsuse linking words and phrasesprovide a concluding statement or section. | <p>Task: News Report</p> <p>Students will use what they have learned from <i>Weather</i> and <i>Living Through a Natural Disaster</i> to create an engaging news report recounting an experience that demonstrates an understanding of the relationship between human beings and the weather/climate/Earth using relevant, descriptive details and visual displays that emphasize and enhance details and facts.</p> <p>Students will:</p> <ul style="list-style-type: none">write informative news reports to examine a topic and convey ideas and information clearlyshare their reports, using appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.add visual displays when appropriate to emphasize or enhance certain facts or details. | | | | | |
| Supporting Standards Taught* | Supporting Standards Taught* | | | | | |
| <p>RL.3.2. Recount stories, including stories, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.7. Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).</p> <p>W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the</p> | <p>RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.</p> <p>RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, how key events occur).</p> <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.4 With guidance and support from adults, produce writing in</p> | | | | | |

*Supporting Standards Taught, Scaffolded, and Formatively Assessed Throughout the Unit (Gradual Release Model throughout Year)

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| <p>development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> <p>SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p> | <p>which the development and organization are appropriate to task and purpose.</p> <p>W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p><u>SL.3.2</u> Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>SL.3.4</u> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.</p> |
| PBA Target Standards | PBA Target Standards |
| <p>W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b. Provide reasons that support the opinion.</p> <p>W.3.1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>W.3.1.d. Provide a concluding statement or section.</p> | <p>W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.3.2a Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p>W.3.2b Develop the topic with facts, definitions, and details.</p> <p>W.3.2c Use linking words and phrases (e.g., <i>also, another, and, more, but</i>) to connect ideas within categories of information.</p> <p>W.3.2d Provide a concluding statement or section.</p> |

| GRADE 3 – UNIT 4 Becoming an Active Citizen | |
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| MODULE A | MODULE B |
| Anchor and Supporting Texts | Anchor and Supporting Texts |
| <p><u>Anchor Text (trade book):</u> Informational Text (biography)</p> <p><i>Behind Rebel Lines: The Incredible Story of Emma Edmonds, Civil War Spy</i> by Seymour Reit 830L</p> <p>[Summary: Emma Edmonds disguised herself as a man and joined the Union Army. She became a master of disguise as a spy for the Union.]</p> <p><u>Supporting Text (trade book):</u> Literary (legend)</p> <p><i>The Ride: The Legend of Betsy Dowdy</i> AD 510L</p> <p>[Summary: This legend retells the brave ride of a North Carolina girl to warn the militia that the British were advancing.]</p> <p><u>Supporting Text (in Text Collection):</u> Literary (informational fiction)</p> <p><i>Back of the Bus</i> by Aaron Reynolds 720L</p> <p>[Summary: A young boy is a witness to Rosa Parks’s refusal to give up her seat on the bus to a white person.]</p> | <p><u>Anchor Text (trade book):</u> Informational Text (nonfiction)</p> <p><i>What Is a Government?</i> By Logan Everett and Simon Adams 950L</p> <p>[Summary: This book explores the responsibilities of all governments and describes some of the types of governments that exist in the world today.]</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text (nonfiction)</p> <p><i>Who Really Created Democracy?</i> By Amie Jane Leavitt 640L</p> <p>[Summary: This book compares the struggles of the ancient Greeks and the American colonists as they each try to build a government run by the people.]</p> <p><u>Supporting Text (in Text Collection):</u> Informational Text (nonfiction)</p> <p><i>A More Perfect Union: The Story of Our Constitution</i> by Betsy and Giulio Maestro AD850L</p> <p>[Summary: The history of the Constitution is told from the opening of the Constitutional Convention through the adoption of the Bill of Rights four years later.]</p> |
| Resources (included with the Text Collection) | Resources (included with the Text Collection) |
| <p>[To be used to unlock an <i>Anchor Text</i> barrier/stumbling block, extend an Enduring Understanding, or illuminate something from the <i>Anchor Text</i>.]</p> <p><u>RESOURCES</u></p> <ul style="list-style-type: none">• Brief biography of Rosa Parks <p><u>POETRY</u></p> <p>“Brother Against Brother” by Patricia J. Murphy</p> <p>“The Little Black-Eyed Rebel” by Will Carleton</p> <p>“Dare” by Laura Purdie Salas</p> | <p>[To be used to unlock an <i>Anchor Text</i> barrier/stumbling block, extend an Enduring Understanding, or illuminate something from the <i>Anchor Text</i>.]</p> <p><u>RESOURCES</u></p> <ul style="list-style-type: none">• None needed for Module B. <p><u>POETRY</u></p> <p>“Where?” by Eleanor Roosevelt</p> <p>“America” by Samuel Francis Smith</p> <p>“Washington, D.C.” by Rebecca Kai Dotlich</p> |
| Standards Highlights | Standards Highlights |
| Character Actions Story Elements Nonliteral Language | Main Idea Vocabulary Point of View Informational/Research |
| GOALS | GOALS |
| Readers will analyze the characters, theme, setting, and plot in stories to read. | Students will use details in the text to determine the main idea. |
| Writers will examine, character, plot, and setting to develop an understanding of theme. | Writers will examine different sources to conduct short research. |
| Learners will identify qualities of active citizenship. | Learners will know that the process of selecting leaders, solving problems, and making decisions across governments in nations and communities around the world differs. |
| Big Idea and Content Connection | Big Idea and Content Connection |
| <p>Courage</p> <p>Social Studies Content Connection</p> <p>3.4 c and the role of the citizen vary across different types of political systems, and citizens play a greater role in the political process in some countries in comparison to others.</p> <p>3.2.c Prejudice and discrimination can be obstacles to understanding other cultures.</p> | <p>Governments</p> <p>Social Studies Content Connection</p> <p>3.4.b The processes of selecting leaders, solving problems, and making decisions differ across governments in nations and communities around the world.</p> <p>3.6.a The world is interconnected, and it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.</p> |

| | 3.5 The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs. | | | | | | | | | | | | | | |
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| Enduring Understandings | Enduring Understandings | | | | | | | | | | | | | | |
| <p>Readers understand that characters’ roles influence the events, plot, theme in a story.</p> <p>Writers understand that characters’ actions can reveal big ideas of a text.</p> <p>Learners understand that active citizens can be agents for positive change when they stand up for what they believe in.</p> | <p>Readers understand that texts contain a main idea and details to support it.</p> <p>Writers understand using different sources enhances their writing.</p> <p>Learners will understand that types of governments in nations around the world have different structures and varied processes.</p> | | | | | | | | | | | | | | |
| Essential Question(s) | Essential Question(s) | | | | | | | | | | | | | | |
| <p>Readers: How do the characters’ actions contribute to the events, plot, and theme in a text?</p> <p>Writers: How is theme revealed through details and language in a text?</p> | <p>Readers: What is the main idea?</p> <p>Writers: How do writers enhance their writing through multiple sources?</p> | | | | | | | | | | | | | | |
| Writing Activities | Writing Activities | | | | | | | | | | | | | | |
| <p>1. Students will pretend that they are going to interview either Rosa Parks, Emma Edmonds, or Betsy Dowdy about taking action and making change. In preparation for their interviews, students will write 10 questions that they want to ask about being an active citizen.</p> <p>2. Students will examine figures from the text and their motivations, actions, and reactions to major events and challenges. Students should take note of how details and events support the emerging themes of citizens taking risks and acting courageously.</p> <table><tr><th>Character Descriptions</th><th>Major Event or Challenge</th><th>Describe how the character acted/ reacted to the event</th><th>How did the actions impact the story?</th></tr><tr><td></td><td></td><td></td><td></td></tr></table> <p>3. Students will define active citizenship using references from the texts to support their definitions.</p> | Character Descriptions | Major Event or Challenge | Describe how the character acted/ reacted to the event | How did the actions impact the story? | | | | | <p>1. Students will read <i>What is Government?</i> and <i>Who Really Created Democracy?</i> in order to take detailed notes about:</p> <ul style="list-style-type: none">-government types-how leaders are chosen-how decisions are made-where the power lies-how individual views are considered-how the government functions-how rules/laws are enforced-citizenship/rights/responsibilities/freedoms <table><tr><td>Subject</td></tr><tr><td>Main Idea</td></tr><tr><td>Detail 1:</td></tr><tr><td>Detail 2:</td></tr><tr><td>Detail 3:</td></tr><tr><td>Summary:</td></tr></table> <p>2. Students will do a close read of <i>A More Perfect Union</i>, taking note of the problems the delegates encountered as they began the process of creating the Constitution. Students will explain how the delegates resolved these problems.</p> <p>3. Students will express their opinions on the information presented in this unit. Students will consider forms of government, individual rights, responsibilities, freedoms and governmental processes for how decisions are made in writing to support their opinion.</p> | Subject | Main Idea | Detail 1: | Detail 2: | Detail 3: | Summary: |
| Character Descriptions | Major Event or Challenge | Describe how the character acted/ reacted to the event | How did the actions impact the story? | | | | | | | | | | | | |
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| Subject | | | | | | | | | | | | | | | |
| Main Idea | | | | | | | | | | | | | | | |
| Detail 1: | | | | | | | | | | | | | | | |
| Detail 2: | | | | | | | | | | | | | | | |
| Detail 3: | | | | | | | | | | | | | | | |
| Summary: | | | | | | | | | | | | | | | |
| PBA Description | PBA Description | | | | | | | | | | | | | | |
| <p>Task: Interviewing Active Citizens!</p> <p><i>Behind Rebel Lines</i> and <i>The Ride: The Legend of Betsy Dowdy</i> provide examples of active citizens.</p> <p>Students will identify an active citizen in their family, their school, or their local community to interview about taking</p> | <p>Task: Design Your Own Government!</p> <p>Students will research and take notes on how our government works, including:</p> <ul style="list-style-type: none">-how leaders are chosen-how decisions are made-where power lies | | | | | | | | | | | | | | |

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| <p>action and making change.</p> <p>Students will:</p> <ul style="list-style-type: none">-develop questions to ask during the interview-take an audio recording of the interview to reference/transcribe-state an opinion about the impact their active citizen has had on the community <p>Students will use the information from the interviews to write an opinion piece on a topic, supporting a point of view with reasons. They will:</p> <ul style="list-style-type: none">● Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons.● Provide reasons that support the opinion.● Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.● Provide a concluding statement or section. | <ul style="list-style-type: none">-how individual views are considered-how the government functions-how rules/laws are enforced-role for active citizenship <p>Students will use their research to form an opinion about why our government works well, and will then create a presentation including their findings and their opinions. They will:</p> <ul style="list-style-type: none">● Introduce the topic they are writing about, state an opinion, and create an organizational structure that lists reasons.● Provide reasons that support the opinion.● Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.● Provide a concluding statement or section. |
| Supporting Standards Taught* | Supporting Standards Taught* |
| <p>RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters</p> <p>W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p>SL.3.5 Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual</p> | <p>RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p>RI.3.6 Distinguish their own point of view from that of the author of a text.</p> <p>W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.7 Conduct short research projects that build knowledge about a topic.</p> <p>SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others’ ideas and expressing their own clearly.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> |
| PBA Target Standards | PBA Target Standards |
| <p>W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b. Provide reasons that support the opinion.</p> <p>W.3.1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>W.3.1.d. Provide a concluding statement or section.</p> | <p>W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons.</p> <p>W.3.1.a. Introduce the topic or book they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>W.3.1.b. Provide reasons that support the opinion.</p> <p>W.3.1.c. Use linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect opinion and reasons.</p> <p>W.3.1.d. Provide a concluding statement or section.</p> |

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(Gradual Release Model throughout Year)